



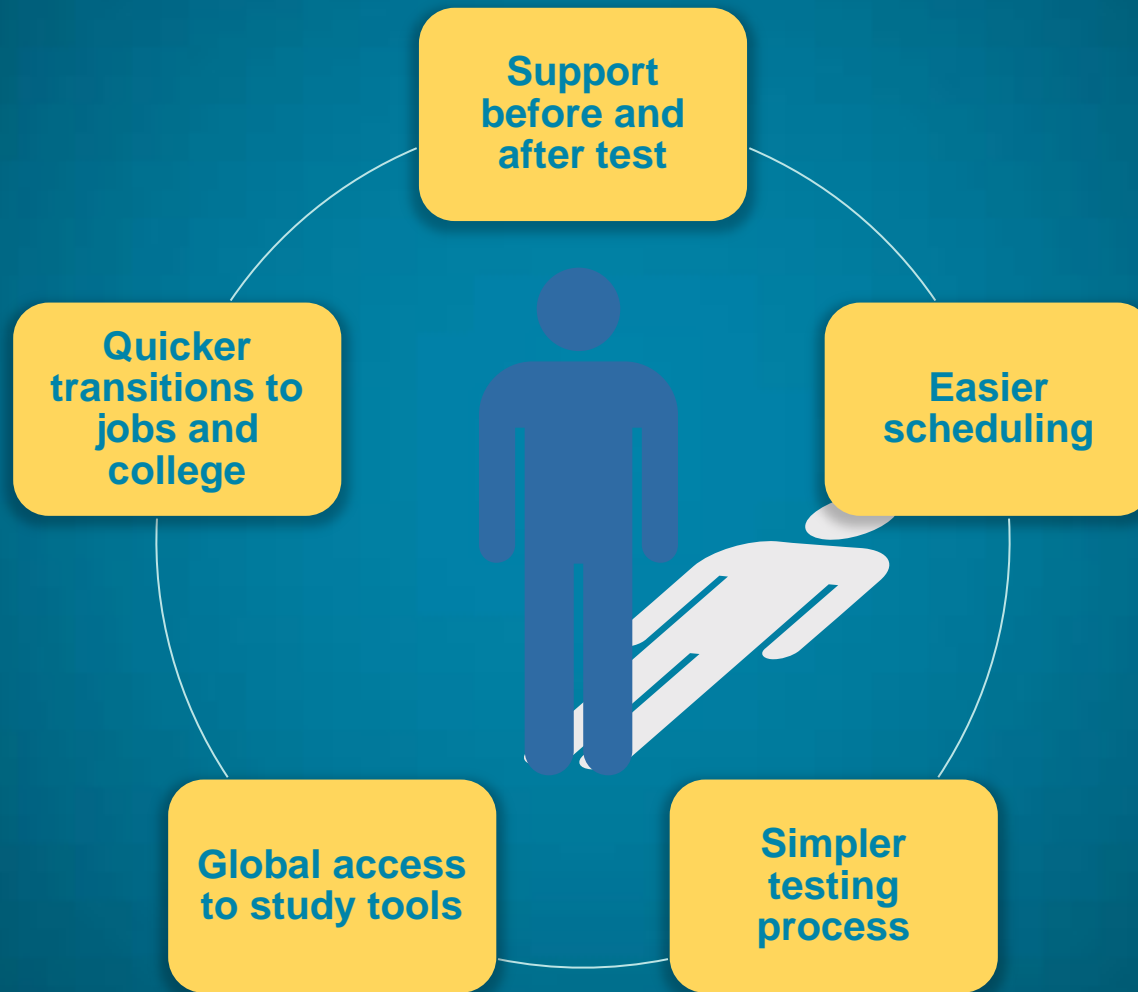
# More than a Test: Introducing the 2014 GED® Program

Scott Saleses, June 19, 2014

# Today's Objectives

- 2014 GED® program
- Relate the 2014 GED® program to your work
- Answer your questions

# It's about the test-taker; not the test



# The Program

## Prepare

Nationally accessible preparation programs

- MyGED™ portal
- Publisher alignment
- GED Ready™ with enhanced score report
- GED Marketplace™
- GED Analytics™
- Educator portal\*

\* Future feature

## Perform

Next generation exam

- 2014 GED® test
  - Aligned with CCR for Adult Education
  - Score report aligned with publisher products
  - Same-day scoring
- MyGED™ portal
- GED Analytics™
- Educator portal\*

## Progress

Support for post-test transitions


- Enhanced score report
- GED Analytics™
- Credentialing with Smart Transcript
- MyGED™ portal
- Career Pathways\*
- Educator portal\*

# 2014 GED® Program

<b>\$80</b>	• 2014 GED® test (\$20 per subject)
<b>\$40</b>	• Test center compensation per subject (\$10 per subject)
<b>Included</b>	• MyGED™ online portal
<b>Included</b>	• Same-day scoring
<b>Included</b>	• Enhanced Score Report and study recommendations
<b>Included</b>	• Accommodated testing
<b>Included</b>	• Full standards-alignment for career and college readiness
<b>+/- \$4</b>	• GED Ready™: The Official Practice Test (\$4 per subject)
<b>Free</b>	• GED Credentialing™ (Optional)
<b>Included</b>	• GED Manager™
<b>Included</b>	• GED Analytics™

# Nationwide Update

- ~2,000 testing centers offering GED® test
- 356,000+ accounts on GED.com; 173,000 tests taken



"I like how the report I got told me **exactly what areas I needed** to improve on before taking the real test."

—Ashley from Texas

"The student portal was so **easy** and **helpful** that I completed much sooner than I had ever thought."

—Tommy  
Oklahoma, 2014 graduate

GED.com

# GED® Testing Statistics in AZ

- 41 Testing centers delivering the 2014 GED® Test
- 20-25 Testing centers in application process
- 6,408 GED® test modules delivered
- 2,664 GED Ready™ tests delivered
- 539 Graduates

# Arizona GED® Policies

- **Age:**
  - Minimum age to test without an exception 18; 16 & 17 year olds allowed to test with approved documentation
- **Residency:**
  - Required; Must provide a primary and secondary form of identification at the test center
- **Instruction/Official Practice Test:**
  - Not required
- **Re-test wait period:**
  - None; GED Testing Service requires 60-day wait period after student has tested on all available forms
- **Languages:**
  - English and Spanish allowed; many not combine scores across languages

# 2014 GED® Policies (cont.)

- **Testing center compensation:**
  - \$5 per hour (about \$10 per subject)
- **State fee:**
  - \$5 state fee
- **Discounted retake fee:**
  - GEDTS fee is waived for 2 attempts per paid module for all test-takers
- **Test-taker cost per part:**
  - \$20 GEDTS
  - \$10 testing center
  - \$5 state fee
    - **\$35 per subject** (4 parts)
    - \$140 total
  - **\$15 retake fee per subject**

# The 2014 Program & How It Works for You

# Your realities...your challenges

Scenario 1 – Gauging readiness

Scenario 2 – Advising learners

Scenario 3 – Transitions

Scenario 4 – Improving outcomes

# Scenario 1 – Gauging readiness

## Scenario 1 – Gauging readiness

- How can you reliably and consistently determine when learners are ready?
- If they aren't, what do they need to be ready?
- What resources can you count on to create learner success?

# The “Tools”

- Performance Level Descriptors
- GED Ready™
- Enhanced score reporting
- GED Analytics™

# Performance Level Descriptors

## 2014 GED® test

### Performance Level Description Chart

- Provides descriptors in chart format
- Provides descriptors for each performance level for each module

- Below Passing
- Passing
- Passing with Honors

2014 GED® Test Resources			
2014 GED® Test Performance Level Descriptors: Performance Level 1 (Below Passing)			
Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>Test-takers who score at Performance Level 1 typically have a limited but developing proficiency in demonstrating skills in the categories listed below and generally demonstrate the following skills:</p> <p><b>Reading and creating text features and techniques</b></p> <ul style="list-style-type: none"><li>• Make inferences about protagonists of events, characters, settings, or ideas in texts at a limited and/or inconsistent level.</li><li>• Analyze relationships within texts.</li><li>• Analyze the roles that details play in texts at a limited and/or inconsistent level.</li><li>• Analyze how meaning or tone is affected when one word is replaced with another.</li><li>• Analyze the structural relationship between adjacent sections of text at a limited and/or inconsistent level.</li><li>• Analyze transitional language and determine how it functions in a text at a limited and/or inconsistent level.</li></ul> <p><b>Using evidence to understand, analyze, and create arguments</b></p> <ul style="list-style-type: none"><li>• Compare explicit details and main ideas in text at a limited and/or inconsistent level.</li><li>• Summarize details and ideas in text.</li><li>• Make inferences about details that support main ideas at a limited and/or inconsistent level.</li><li>• Determine which details support a main idea.</li><li>• Identify a theme, or identify which details in text support a theme.</li></ul> <p><b>Applying knowledge of English language conventions and usage</b></p> <ul style="list-style-type: none"><li>• Edit to correct errors involving frequently confused words.</li><li>• Edit to eliminate run-on sentences, fused sentences, or sentence fragments.</li><li>• Edit to ensure correct use of punctuation at a limited and/or inconsistent level.</li></ul>	<p>Test-takers who score at Performance Level 1 typically have a limited but developing proficiency in demonstrating skills in the categories listed below and generally demonstrate the following skills:</p> <p><b>Quantitative problem solving with rational numbers</b></p> <ul style="list-style-type: none"><li>• Order fractions and decimals, including on a number line.</li><li>• Apply inverse properties involving addition and subtraction at a limited and/or inconsistent level.</li><li>• Perform computations with and solve problems using rational numbers at a limited and/or inconsistent level.</li><li>• Write and compare with numerical expressions with squares, square roots, cubes, and cube roots of positive, rational numbers at a limited and/or inconsistent level.</li><li>• Compare unit rates at a limited and/or inconsistent level.</li></ul> <p><b>Quantitative problem solving in measurement</b></p> <ul style="list-style-type: none"><li>• Compute the area and perimeter of triangles and rectangles, at a limited and/or inconsistent level.</li><li>• Determine side lengths of triangles, rectangles when given area or perimeter at a limited and/or inconsistent level.</li><li>• Represent, display, and interpret categorical data in tables and other plots.</li></ul> <p><b>Algebraic problem solving with expressions and equations</b></p> <ul style="list-style-type: none"><li>• Compute with linear expressions at a limited and/or inconsistent level.</li><li>• Evaluate linear expressions.</li><li>• Write linear expressions and equations, at a limited and/or inconsistent level, when given verbal descriptions.</li><li>• Compare with polynomials at a limited and/or inconsistent level.</li><li>• Solve algebraic and real-world problems involving linear equations at a limited and/or inconsistent level.</li><li>• Solve real-world problems with inequalities at a limited and/or inconsistent level.</li></ul> <p><b>Algebraic problem solving with graphs and functions</b></p> <ul style="list-style-type: none"><li>• Locate points in the coordinate plane at a limited and/or inconsistent level.</li><li>• Determine the slope of a line from a graph, equation, or table at a limited and/or inconsistent level.</li><li>• Interpret unit rates as the slope in a proportional relationship.</li><li>• For a linear or nonlinear relationship, sketch graphs and interpret key features of graphs and tables in terms of quantities at a limited and/or inconsistent level.</li><li>• Represent or identify a function by table or graph as being exactly one output for each input.</li><li>• Evaluate linear and quadratic functions.</li></ul>	<p>Test-takers who score at Performance Level 1 typically have a limited but developing proficiency in demonstrating skills in the categories listed below and generally demonstrate the following skills:</p> <p><b>Analyze scientific and technical arguments, evidence and test-based information</b></p> <ul style="list-style-type: none"><li>• Cite specific textual evidence to support a finding or conclusion at a basic level.</li><li>• Express scientific information or findings verbally at a basic level.</li></ul> <p><b>Applying scientific processes and procedural concepts</b></p> <ul style="list-style-type: none"><li>• Identify and follow hypotheses for scientific investigations at a basic level.</li><li>• Present from data or evidence to a conclusion at a basic level.</li></ul> <p><b>Reasoning quantitatively and interpreting data in scientific contexts</b></p> <ul style="list-style-type: none"><li>• Describe a data set statistically at a basic level.</li><li>• Understand and explain non-normal scientific presentations at a basic level.</li><li>• Express scientific information or findings numerically or graphically.</li></ul> <p><b>Reasoning qualitatively and interpreting data in social studies contexts</b></p> <ul style="list-style-type: none"><li>• As a limited level, analyze information presented in a variety of maps, graphs, organizers, tables, and charts, and in a variety of visual sources such as artifacts, photographs, political cartoons, interpret, use, and create graphs including proper labeling. Trained users within a reasonable limit, based on the data, at a limited and/or inconsistent level.</li><li>• Translate quantitative information expressed in words in text into visual form (e.g., table or chart), translate information expressed visually or mathematically into words at a limited and/or inconsistent level.</li><li>• Calculate the mean, median, mode, and range of a data set.</li></ul>	<p>Test-takers who score at Performance Level 1 typically have a limited but developing proficiency in demonstrating skills in the categories listed below and generally demonstrate the following skills:</p> <p><b>Analyzing and creating text features in a social studies context</b></p> <ul style="list-style-type: none"><li>• Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence at a limited and/or inconsistent level.</li><li>• Distinguish between fact and opinion in a primary or secondary source document at a limited and/or inconsistent level.</li></ul> <p><b>Applying social studies concepts to the analysis and construction of arguments</b></p> <ul style="list-style-type: none"><li>• Describe people, places, environments, processes, and events, and the connections between and among them at a limited and/or inconsistent level.</li></ul>

# Attributes of GED Ready™

- Reporting
  - Focus is on readiness to PASS GED® test (HS Equiv.)
  - Provides red-yellow-green indication of “Pass” likelihood
  - Feedback and links to study suggestions
- Instructional Feedback
  - Extended response items (RLA and SS) and short answer items (Science) scored by adult educators
  - Online scoring tools for educators and test-takers provide writing scores, feedback, and suggestions for improvement

# Three score level indicators on GED Ready™

<b>Not Likely to Pass</b>	<b>Too Close to Call</b>	<b>Likely to Pass</b>
100 to 142	143-157	158 and above

# Score Reporting

**Provides detailed feedback and a focused study plan to maximize preparation effectiveness**

- Score report for GED Ready™ indicates preparedness for the GED® test
- Highlights areas of demonstrated strength and provides personalized feedback where improvement is needed
- Customized study plan tied to publisher materials

# Improving outcomes for adult learners

This screenshot shows the 'My Scores' section of the GED Testing Service website. The header includes the GED logo, a 'My Account' dropdown, and social media icons. The navigation bar contains links for Dashboard, Study Plan, Prep Tools, Test Day Tips, My Scores (active), Testing Centers, and Career Center. The 'My Scores' section displays a table of scores for four subjects: Mathematical Reasoning (Highest Score: 200, Passed, Test Date: 06/20/13), Reasoning Through Language Arts (Highest Score: 149, Not Passed, Test Date: 06/20/13), Science (Highest Score: 175, Passed, Test Date: 06/20/13), and Social Studies (Highest Score: Not taken, Test Date: Not taken). Each row has buttons for 'View Details' and 'Retake Test' (or 'Take Test' for Social Studies). A 'Return to Dashboard' button is also present.

Mathematical Reasoning	Reasoning Through Language Arts	Science	Social Studies
Highest Score: 200 <span>Passed</span>	Highest Score: 149 <span>Not Passed</span>	Highest Score: 175 <span>Passed</span>	Highest Score: Not taken
Test Date: 06/20/13	Test Date: 06/20/13	Test Date: 06/20/13	Test Date: Not taken
<a href="#">View Details</a> <a href="#">Retake Test</a>	<a href="#">View Details</a> <a href="#">Retake Test</a>	<a href="#">View Details</a> <a href="#">Retake Test</a>	<a href="#">Take Test</a>

This screenshot shows the 'My Study Tools' section of the GED Testing Service website. The header includes the GED logo, a 'My Account' dropdown, and social media icons. The navigation bar contains links for Dashboard, Study Plan, Study Tools (active), Tips, Find a Center, Scores, and College & Careers. The 'My Study Tools' section features a 'Back to Dashboard' button and three main tool recommendations:

- Get Your Personal Study Tool:** Use our study tool finder to get a personal study tool tailored to your needs and preferences. Try it today!
- Find Local Study Tools:** Contact your local adult education center or library and ask about available study tools and classes—some are even free!
- Prove You're GED Ready™:** Are you GED Ready™? Find out with our official practice test. Take one subject at a time or all five and build your confidence for test day. Or, start your studying with our free practice test sample.

# IN 2014



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[Find a Center](#)

[Schedule Test](#)

[Scores](#)

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## Scores

[Back to Dashboard](#)

### Mathematical Reasoning

Highest Score: 165 ?

Passed

Test Date: 07/28/2013

[View Details](#)

[Reschedule Test](#)

### Reasoning Through Language Arts

Highest Score: 155 ?

Passed

Test Date: 08/28/2013

[View Details](#)

[Reschedule Test](#)

### Science



Highest Score: 180 ?

Passed with Honors

Test Date: 07/28/2013

[View Details](#)

[Reschedule Test](#)

### Social Studies

Highest Score: Not Taken

Test Date: Not Taken

[Prepare](#)

[Schedule GED Test](#)

# IN 2014

## My Score and Performance

### My Score

Passed

165



Test Date: 12/15/2013

Testing Center: Mike Calvo loves Pancheros for Food  
Testing Excellence

Your percentile rank indicates you scored at least as well or better than 74% of recent high school graduates.

Retake Module

Test Date: 06/20/2013

Test Expiration Date: 09/01/2013

Testing Center: Test Site

Retake Module

Print this Section

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut sagittis facilisis fermentum.

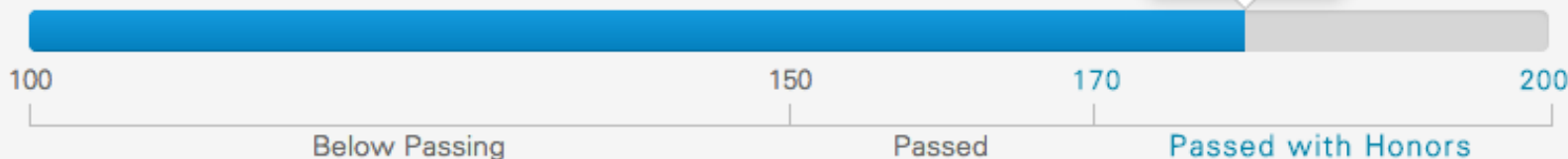
# IN 2014

## My Score and Performance

My Score

Passed with Honors

180



Test Date: 12/10/2013

Testing Center: Mike Calvo loves Pancheros for Food  
Testing Excellence

Your percentile rank indicates you scored at least as well or better than 96% of recent high school graduates.

Retake Module

Test Date: 06/20/2013  
Test Expiration Date: 09/01/2013  
Testing Center: Test Site

Retake Module

Print this Section

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# IN 2014



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Dashboard

Study

Test Tips

Find a Center

Schedule Test

My Scores

College & Careers

## GED® Test - Reasoning Through Language Arts

Print

Back to Scores

My Score and Performance

My Score **180** Passed with Honors

What I Did Well On

How I Can Score Higher

### Get Study Recommendations



**GED Academy™**

by Essential Education

GED Academy™ is an adaptive program designed to prepare learners for success. The associated workbooks provide additional resources for support.

GED Academy™

Based on the test questions you missed, below are the skills you need to work on.

### Ways of Expressing Meaning

#### Skill You Can Improve

- Infer the relationship between the details and main idea given

#### Publisher Study Recommendations ⓘ

Essential Reading Skills Workbook  
Making Inferences, pp. 71-78  
Understanding an Argument pp 181-190  
What Are the Important Concepts pp 155-162  
What Are the Details? pp 163-172  
Understanding Theme and Author's Purpose pp 219-226  
Finding Support for a Theme pp 227-236  
The Importance of Word Choice pp 255-262  
Inferences and Story Elements, pp. 307-316  
Note-Taking and Summarizing, pp. 31-40

# IN 2014



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[My Scores](#)

[College & Careers](#)

## Ways of Expressing Meaning

### *Skill You Can Improve*

- Infer the relationship between the details and main idea given

### *Publisher Study Recommendations ?*

Essential Reading Skills Workbook  
Making Inferences, pp. 71-78  
Understanding an Argument pp 181-190  
What Are the Important Concepts pp 155-162  
What Are the Details? pp 163-172  
Understanding Theme and Author's Purpose pp 219-226

designed to prepare learners for success.  
The associated workbooks provide  
additional resources for support.

GED Academy™



What Are the Details? pp 163-172  
Understanding Theme and Author's Purpose pp 219-226  
Finding Support for a Theme pp 227-236  
The Importance of Word Choice pp 255-262  
Inferences and Story Elements, pp. 307-316  
Note-Taking and Summarizing, pp. 31-40

# Scenario 2 – Advising learners

- How can you advise learners who fail a content area test?
- What support do you need to prepare them to retest?
- What information do you and your learners need to prepare to re-test?

# The “Tools”

- Performance Level Descriptors
- Enhanced score reporting
  - GED Ready™
  - Content area feedback
- Ensuring student follow through

## My Scores

Mathematical Reasoning	Reasoning Through Language Arts	Science
Highest Score: <b>200</b> <b>Passed</b>	Highest Score: <b>149</b> <b>Not Passed</b>	Highest Score:
Test Date: 06/20/13	Test Date: 06/20/13	Test Date: 06/20/13
<a href="#">View Details</a> <a href="#">Retake Test</a>	<a href="#">View Details</a> <a href="#">Retake Test</a>	<a href="#">View Details</a>
	Looking to improve your score? View our <a href="#">Study Recommendations</a> for extra help.	Looking to improve your score? View our <a href="#">Study Recommendations</a> for extra help.

## GED Ready Test Results

### Math GED Ready Test

Status: **Likely to pass**

[View Results](#) | [Study Recommendations](#)

### Frequently asked questions:

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

[Learn More](#)

## Language Arts Test

[Print All](#)

[Return to Scores Page](#)

### My Score

**149**

NOT PASSED



Test Date: 06/20/2013

Testing Center: [Testing Center Name](#)

[Retake Module](#)

[Print This Section](#)

### My Score and Performance

You're almost there. The 'Needs Improvement' level means you came up a little short of the passing score. Don't worry though. Review your study recommendations and schedule a little more study time. You can do it!

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[on >](#)

Page

[n and scheduling help tips and videos](#)

[GED Ready™: The Official Practice](#)

## Language Arts Test

[Print All](#)

[Return to Scores Page](#)

[Retake Module](#)

[Print this page](#)

### What I Did Well On

You're almost there. Your Needs Improvement score means that you are typically able to understand and analyze simple passages like L.M. Montgomery's *Anne of Green Gables*, Joy Hakim's *A History of US*, and Colin A. Ronan's "Telescopes."

You also are generally able to show limited or inconsistent abilities with the skills listed below:

- Figure out what words and phrases mean using clues from the context of a passage
- Figure out which details support the main idea but in a limited or inconsistent way
- Figure out an author's point of view or purpose but in a limited or inconsistent way
- Correct errors with frequently confused words
- Understand specific details and main ideas in a passage but in a limited or inconsistent way
- Correct errors in simple subject-verb agreement situations
- Summarize the details and ideas in a written source but in a limited or inconsistent way
- Make sure transitional words and phrases are used effectively to make your point clearly
- Make sure the correct words are capitalized

[Find out how to score higher >](#)

# Performance Level Indicators

Firefox | G Test Taker Home | G 2014 GED Program Performance Leve... | G PLDs for memo to field\_TS\_MDK (3) ...


www.gedtestingervice.com/uploads/files/646d8077f5b53f9213dededf1b34f434.pdf

Most Visited | Getting Started | Suggested Sites | Web Slice Gallery

Page: 1 of 4 | Automatic Zoom

## 2014 GED® Test Resources

### 2014 GED® Test Performance Level Descriptors: Performance Level 1 (Below Passing)



Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>Test-takers who score at Performance Level 1 are typically able to comprehend and analyze simple passages similar to that of L.M. Montgomery's <i>Anne of Green Gables</i>, Joy Hakim's <i>A History of US</i>, and Colin A. Ronan's "Telescopes," and they generally demonstrate limited but developing proficiency with the following skills:</p> <p><b>Analyzing and creating text features and technique</b></p> <ul style="list-style-type: none"> <li>Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a limited and/or inconsistent level.</li> <li>Analyze relationships within texts.</li> <li>Analyze the roles that details play in texts at a limited and/or inconsistent level.</li> <li>Analyze how meaning or tone is affected when one word is replaced with another.</li> <li>Analyze the structural relationship between adjacent sections of text at a limited and/or inconsistent level.</li> <li>Analyze transitional language and determine how it functions in a text at a limited and/or inconsistent level.</li> </ul> <p><b>Using evidence to understand, analyze, and create arguments</b></p> <ul style="list-style-type: none"> <li>Comprehend explicit details and main ideas in a text at a limited and/or inconsistent level.</li> <li>Summarize details and ideas in a text.</li> <li>Make inferences about details that support main ideas at a limited and/or inconsistent level.</li> <li>Determine which details support a main idea.</li> <li>Identify a theme, or identify which element(s) in a text support a theme.</li> </ul> <p><b>Applying knowledge of English language conventions and usage</b></p> <ul style="list-style-type: none"> <li>Edit to correct errors involving frequently confused words.</li> <li>Edit to correct errors in straightforward subject-verb agreement.</li> <li>Edit to eliminate run-on sentences, fused sentences, or sentence fragments.</li> <li>Edit to ensure correct use of punctuation at a limited and/or inconsistent level.</li> </ul>	<p>Test-takers who score at Performance Level 1 typically have a limited but developing proficiency in demonstrating the skills in the categories listed below and generally demonstrate the following skills:</p> <p><b>Quantitative problem solving with rational numbers</b></p> <ul style="list-style-type: none"> <li>Order fractions and decimals, including on a number line.</li> <li>Apply number properties involving multiples and factors at a limited and/or inconsistent level.</li> <li>Perform computations with and solve problems using rational numbers at a limited and/or inconsistent level.</li> <li>Write and compute with numerical expressions with squares, square roots, cubes, and cube roots of positive, rational numbers at a limited and/or inconsistent level.</li> <li>Compute unit rates at a limited and/or inconsistent level.</li> </ul> <p><b>Quantitative problem solving in measurement</b></p> <ul style="list-style-type: none"> <li>Compute the area and perimeter of triangles and rectangles, at a limited and/or inconsistent level.</li> <li>Determine side lengths of triangles, rectangles when given area or perimeter at a limited and/or inconsistent level.</li> <li>Represent, display, and interpret categorical data in tables and scatter plots.</li> </ul> <p><b>Algebraic problem solving with expressions and equations</b></p> <ul style="list-style-type: none"> <li>Compute with linear expressions at a limited and/or inconsistent level.</li> <li>Evaluate linear expressions.</li> <li>Write linear expressions and equations, at a limited and/or inconsistent level, when given written descriptions.</li> <li>Compute with polynomials at a limited and/or inconsistent level.</li> <li>Solve algebraic and real-world problems involving linear equations at a limited and/or inconsistent level.</li> <li>Solve real-world problems with inequalities at a limited and/or inconsistent level.</li> </ul> <p><b>Algebraic problem solving with graphs and functions</b></p> <ul style="list-style-type: none"> <li>Locate points in the coordinate plane at a limited and/or inconsistent level.</li> <li>Determine the slope of a line from a graph, equation, or table at a limited and/or inconsistent 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style="list-style-type: none"> <li>Describe people, places, environments, processes, and events, and the connections between and among them at a limited and/or inconsistent level.</li> </ul> <p><b>Reasoning quantitatively and interpreting data in social studies contexts</b></p> <ul style="list-style-type: none"> <li>At a limited level, analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.</li> <li>Interpret, use, and create graphs including proper labeling. Predict trends within a reasonable limit, based on the data, at a limited and/or inconsistent level.</li> <li>Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words at a limited and/or inconsistent level.</li> <li>Calculate the mean, median, mode, and range of a data set.</li> </ul>

12:39 PM 2/6/2014

# Scenario 3 - Transitions

- What about capable learners who haven't thought beyond passing the test? How can you talk to them about careers and college when they ask?
- What about those who score in the top percentiles (and weren't expecting to)?
- What tools do you need to make those critical conversations successful—even though you may have transition specialists on staff?

# The “Tool”

- MyGED Portal: College & Careers

# IN 2014



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## College & Careers

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### TRAINING

#### Training

Not all jobs require a college degree. Learn more about the highest paying jobs for high school credential holders and get connected to the training you need.

- > [40 highest paying jobs without a bachelor's degree](#)
- > [Make a plan](#)
- > [Certifications](#)
- > [Apprenticeships](#)



### COLLEGE SEARCH

#### College Search

Is college the next step for you? Feel confident with information about how to choose and apply to a college. Need help paying for it? Use the resources below to learn about financing your future.

- > [Find a college](#)
- > [Apply to college](#)
- > [Pay for college](#)



### CAREERS & SALARIES

#### Careers & Salaries

Start your career now. Assess your skills, pick a career path, and get help applying for a job.

- > [Skills assessment](#)
- > [Job and salary information](#)
- > [Job listings](#)
- > [Résumé, cover letter, and interview help](#)
- > [Learn about LinkedIn](#)

# Scenario 4 – Improving Outcomes

- How are students performing?
- Where are the gaps?
- Do you need current, accurate information to make decisions about programming?

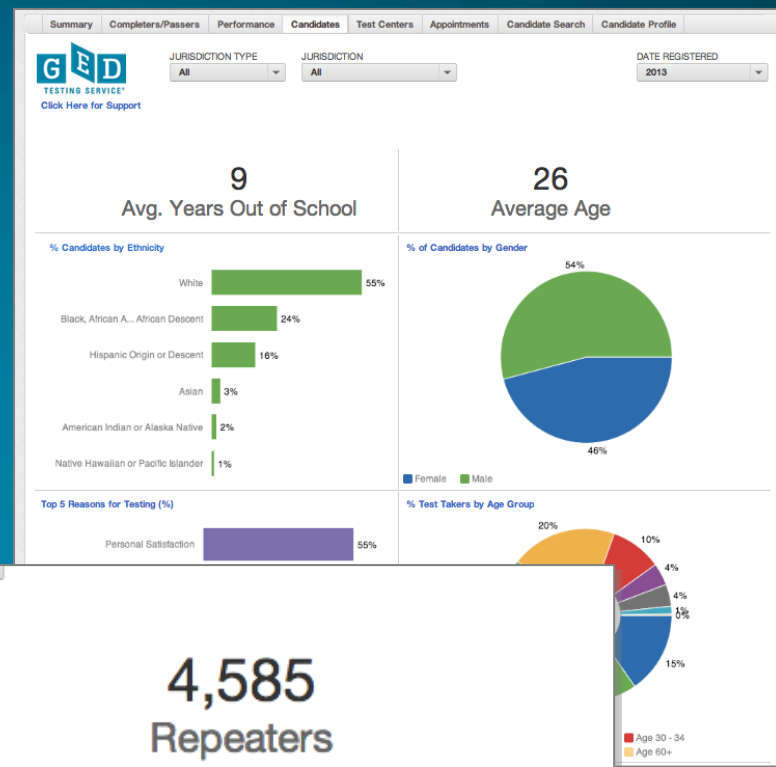
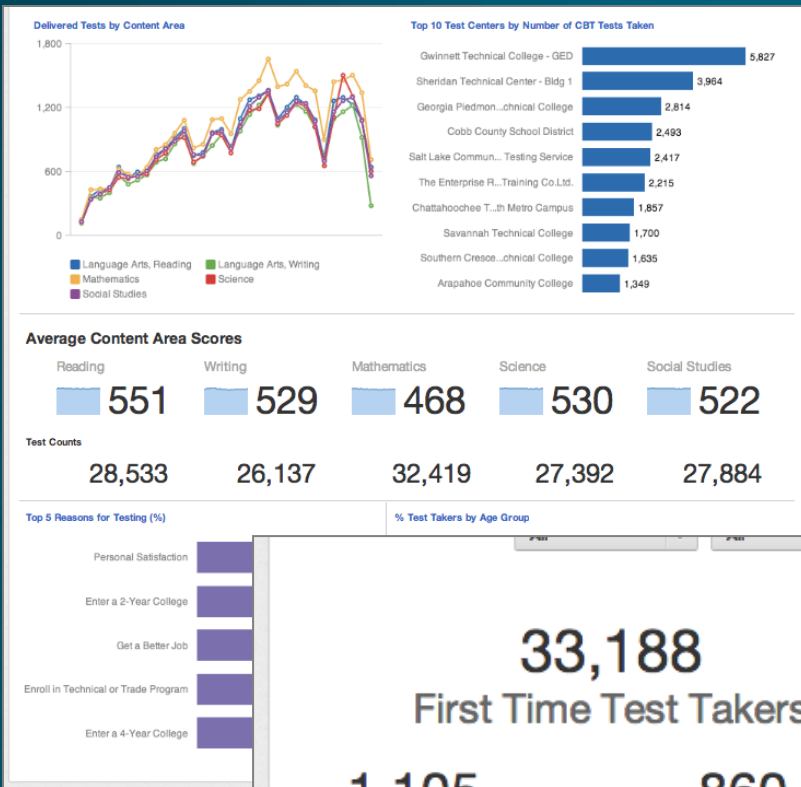
# GED Analytics™

## Unprecedented data access to make smart choices based on real-time information

- Filter and analyze data from hundreds of variables
- Flexibility to choose what you want to see and how you want to see it
- See how your students are doing. Create new programs to engage students and improve outcomes

# The “Tool”

- GED Analytics™
  - Real time results



**33,188**  
First Time Test Takers

**4,585**  
Repeaters

**1,105**  
Passed 1 Test

**860**  
Passed 2 Tests

**769**  
Passed 3 Tests

**848**  
Passed 4 Tests

**1,622**  
Yet to pass Reading

**2,136**  
Yet to pass Writing

**2,326**  
Yet to pass Mathematics

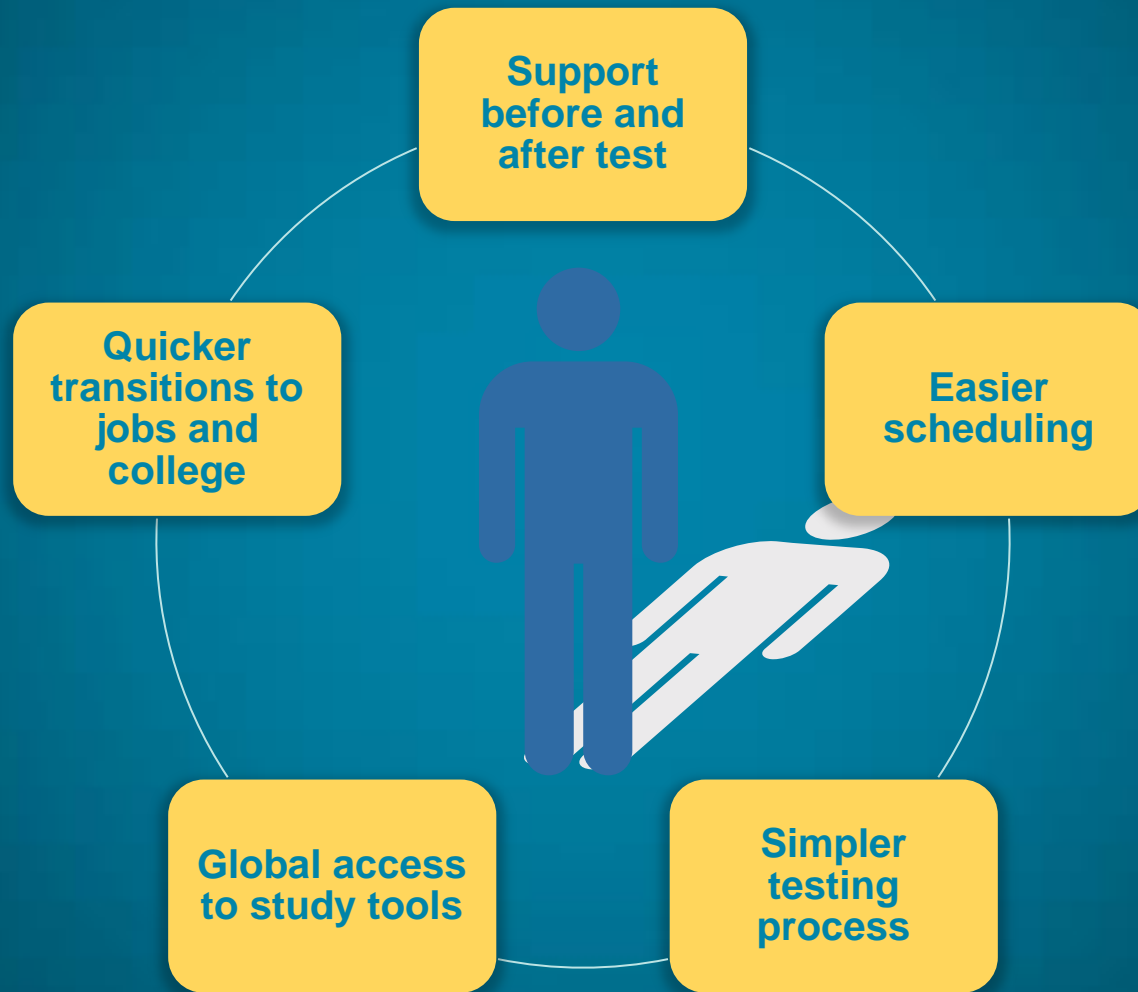
**1,748**  
Yet to pass Science

**1,782**  
Yet to pass Social Studies

#### Test Performance Report

Content Area	Language	# Tests Taken	# Passed	# Failed	% Passed
Language Arts, Reading	ENU	27,911	26,474	1,437	95%
	ESP	622	539	83	87%
Language Arts, Writing	ENU	25,692	24,056	1,636	94%
	ESP	445	373	72	84%

# It's about the test-taker; not the test



# QUESTIONS?

# Thank you!